

نفوقه في أي عمل عليه العلامة ري ذاكروولي

THEME 1

who Am I ?



CHAPTER 1

All About Me



DISCOVER Time

Picture Of Me



Activity

Stick your photo, color the frame and write your name.



- Help your child to stick his/her photo inside the frame, then color the frame and write his/her name. Be sure that your child holds the pencil correctly.
- **Integration of subjects :**
English (write his/her name) - Art (color the frame).
- **Life skills :** Creativity - Observation.

My Family



Activity

Color the members of the family.



- Discuss with your child the members of his/her immediate family (father - mother - sister - brother).
- **Integration of subjects :**
Social studies (respect and importance of family members) - Art (color the picture).
- **Life skills :** Identify relationships - Self expression.

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Extended Family

Activity

Count and write the number.



Uncle

1



Parents



Children



Grandparents

- Help your child to count and write the numbers of extended family members in the picture.
- Discuss with your child other members of his/her extended family.
- **Integration of subjects :**
Social studies (extended family) - Math (writing numbers).
- **Life skills :** Identify relationships - Self expression.

LEARN Time

My **immediate family** consists of :



Father



Mother



Sister



Brother



Me

My **extended family** consists of :



Cousin



Uncle



Aunt



Cousin



Father



Grandfather - Grandmother



Mother



Brother



Me



Sister

• Repeat with your child the members of the extended family.

DISCOVER Time

Sight



Activity

Circle the items you can **see**.



- Your child should discover that his/her eye is the organ of sight.
- Discuss with your child how can he/she use his eyes to distinguish different colors.
- **Integration of subjects** : - Science (the eye is the organ of sight).
- English (vocabulary : sight - eye - see).
- **Life skills** : Observation - Exchange information.

Hearing



Activity

Circle the items you can **hear**.



- Your child should discover that the ear is the organ of hearing.
- Discuss with your child how can he/she use his ears to distinguish different sounds.
- **Integration of subjects** : - Science (the ear is the sense of hearing).
- English (vocabulary : hearing - ear - hear).
- **Life skills** : Observation - Exchange information.

Touch



Activity

Circle the items you can **touch**.



- Your child should discover that the skin all over his/her body is responsible for touch and he/she often use his/her hand for the sense of touch (hot - cold - soft - rough).
- **Integration of subjects :** - Science (sense of touch) .
- English (vocabulary : touch - skin - hand).
- **Life skills :** Observation - Exchange information.

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Smell



Activity

Circle the items you can **smell**.



- Your child should discover that the nose is the organ of smell.
- Discuss with your child how can he/she use his/her nose to distinguish different smells.
- **Integration of subjects** : - Science (the nose is the organ of smell) .
- English (vocabulary : smell - nose).
- **Life skills** : Observation - Exchange information.

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Taste



Activity Circle the items you can **taste**.



- Your child should discover that his/her tongue is the organ of taste and how can he/she use his/her tongue to distinguish different tastes (sweet - salty ... etc.).
- **Integration of subjects :** - Science (tongue is the organ of taste).
- English (vocabulary : taste - tongue).
- **Life skills :** Observation - Exchange information.



My Five Senses

Activity 1 Put ✓ at the sense you can use to recognize the following objects.

	Sight	Hearing	smell	taste	touch
	 ✓		 ✓		 ✓
					
					
					
					
					

- Discuss with your child how can he/she use many senses to recognize other objects.
- Life skills : Observation - Critical thinking.

Activity 2

Trace the words, then match each sense with the suitable picture.



Sight



Hearing



Touch



Smell



Taste



- Review with your child the five senses.
- **Integration of subjects :**
Science (the five senses) - English (trace the words of the five senses).
- **Life skills :** Observation - Critical thinking.

LEARN Time

★ I have five senses .



DISCOVER Time

My Friends



Activity

Stick your portrait and complete the sentences.



My name is **Maha**.
I am **6** years old.
I have **long** hair.

My name is **Ramy**.
I am **7** years old.
I have **short** hair.
I wear glasses



My name is
I am years old.
I have hair.

- Help your child to introduce him/herself by asking him/her some questions.
- Integration of subjects :
 - Social studies (respect differences among his/her friends)
 - English (write words - form short sentences to discuss a situation).
- Life skills : Sharing - Communication.

Similarities and Differences



Activity

Complete the table as shown.

Ramy



Maha



Ramy



Maha



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- Your child should discover similarities and differences among his/her friends and respect the differences of others.
- Discuss with your child similarities and differences among his/her family members.
- **Integration of subjects** : - Social studies (accept and respect differences of others).
- Science (similarities and differences between humans).
- **Life skills** : Observation - Respect differences.



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What I Like

What Seif Like ♥



Activity

Stick here what you like from some magazines.



- Help your child to cut and stick what he/she likes from some magazines.
- **Integration of subjects :**
Social studies (express him/herself) - English (read some words).
- **Life skills :** Creativity - Sharing.

Watching Me Grow

Activity

Match each picture to the correct number on the number line .



3 years.



1 years.



2 years.



6 years.



4 years.



5 years.

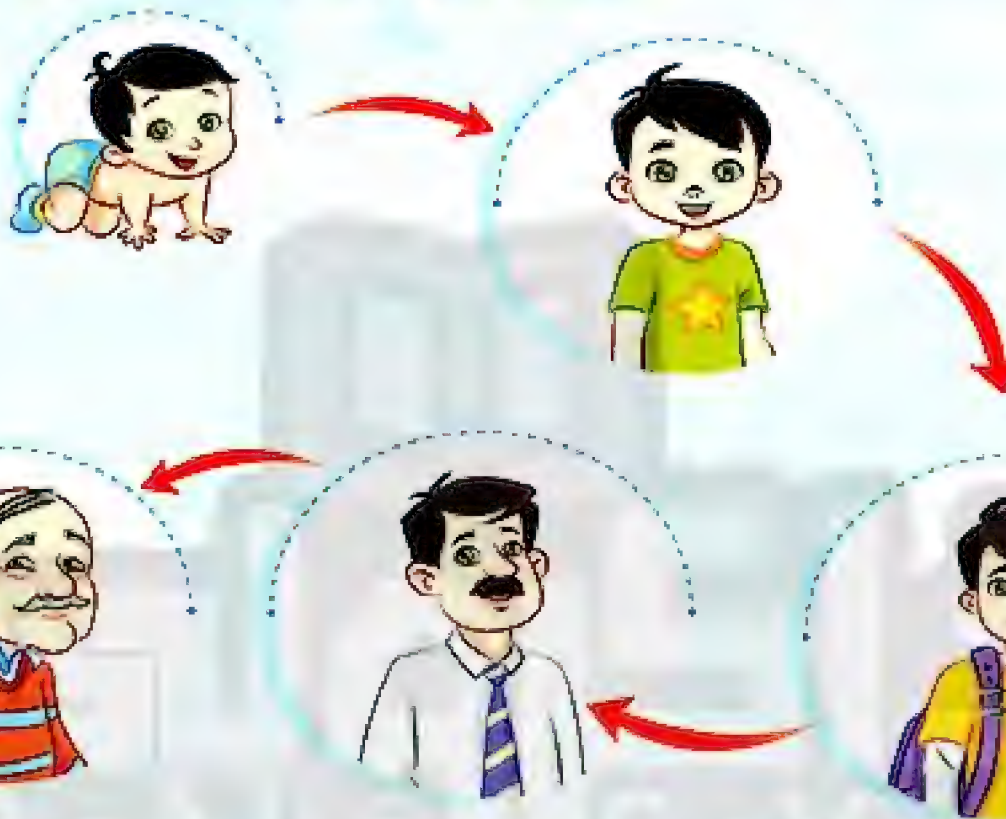


- Help your child to match each picture to the correct number on the number line according to the age of the girl.
- Discuss with your child how he/she changes as he/she gets older.
- Integration of subjects : Social studies (different stages of human life) - Math (number line).
- Life skills : Observation - Critical thinking.

LEARN

Time

★ We change as we get older.



★ People have similarities and have differences:



SHARE TIME

Project "All About Me".

- My name is
- I am years old.

stick
your
photo

My Family

Stick photos of your family members

Favorite Hobby

Stick a photo
of your favorite
hobby.

I like



I live in Egypt

- Help your child to introduce him/ herself through "All About Me" book by drawing, coloring, sticking photos and complete sentences.
- Let your child share his/her book with friends and family.

WRITING CORNER



Father

Father

Mother

Mother

Sister

Sister

Brother

Brother

Sight

Sight

Hearing

Hearing

Touch

Touch

Smell

Smell

Taste

Taste

• Help your child to trace each word, then write it twice by him/herself.

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CHAPTER 2

Family Tree



DISCOVER Time

Families Celebrations

Activity

Color the following pictures of different celebrations.

Ramadan



Christmass



Birthday



- Discuss with your child some of his/her family traditions and customs.
- Encourage your child to respect traditions and customs of other families.
- **Integration of subjects :**
Social studies (traditions and customs) - Art (coloring different celebrations).
- **Life skills :** Observation - Respect differences.

My Daily Routine



Activity

Order the following pictures to show your daily routine.



1

- Discuss with your child his/her daily routine and what are the similar activities between his daily routine and that of other people.
- **Integration of subjects :**
Social studies (explain his/her daily routine) - Math (writing numbers).
- **Life skills :** Self expression - Critical thinking.

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LEARN Time

- My family has traditions and customs.
- I respect traditions and customs of other families.

Ramadan



Christmas



Birthday



Sham El-Nessim



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★ My **daily routine activities** are repetitive.



DISCOVER Time

Adults and Babies



Activity Match each adult to its baby.

Adults

(Parents)



Babies

(offsprings)



- Help your child to know that every baby (offspring) has a parent (adult).
- **Integration of subjects :**
Science (all living organisms have babies and adults) - English (reading : baby - offspring - parent - adult).
- **Life skills :** Observation - Critical thinking.

Human Life Cycle

Activity

- Color the pictures.
- Match each picture to the correct word, then trace the word.



Teenager

Baby

Adult

Child

- Discuss with your child the stages of human life cycle that is arranged as follows : baby → child → teenager → adult.
- **Integration of subjects** : Science (stages of human life cycle) - Art (coloring pictures).
- **Life skills** : Good listening - Observation.

Plant Life Cycle



Activity

Match each stage of the plant life cycle to the correct number.

1

2

3

4



Sprout



Plant



Seed



Flower

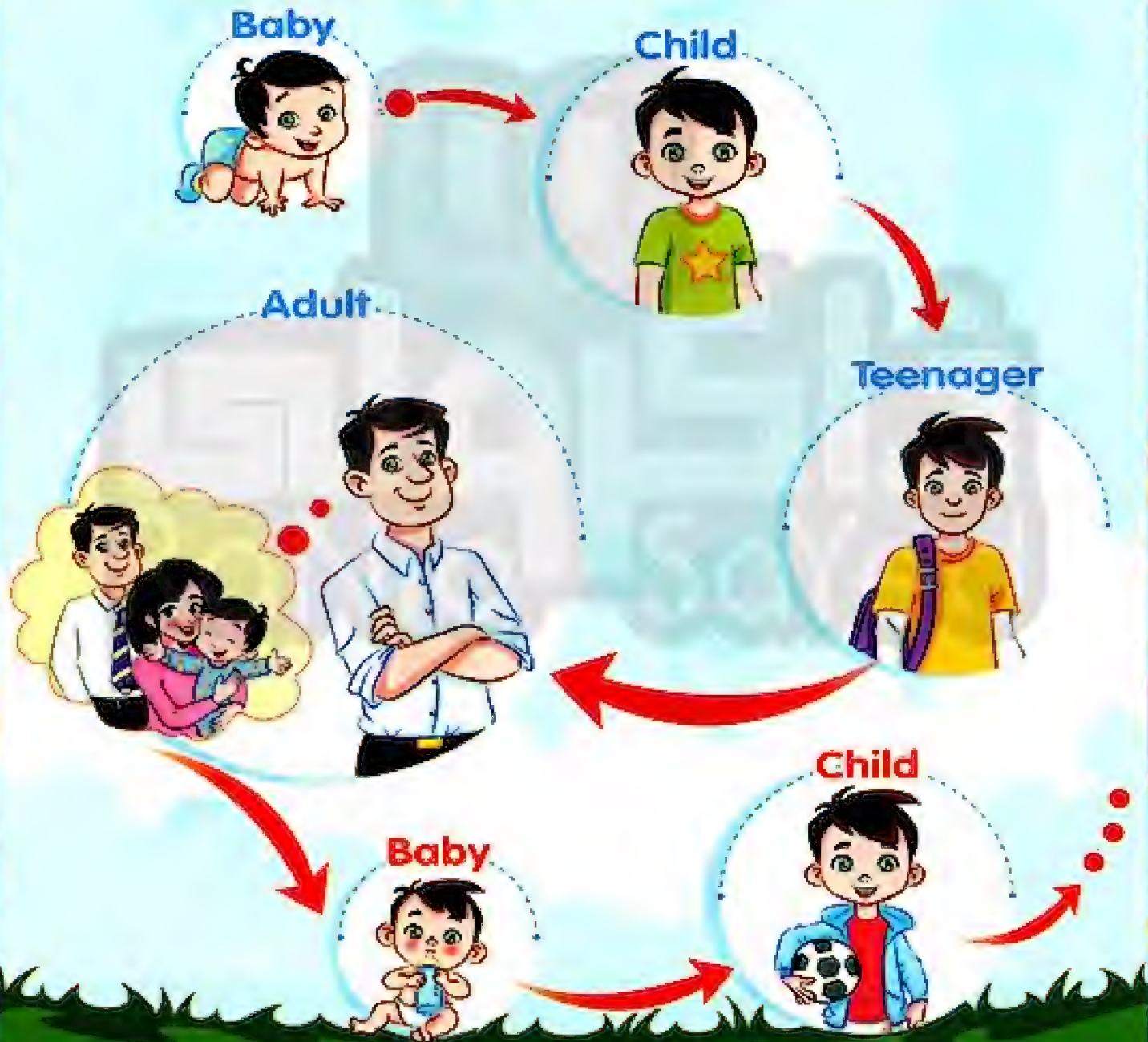
- Help your child to know the stages of the plant life cycle that is arranged as follows : seed → sprout → plant → flower.
- Discuss with your child that the seed that represents the offspring, comes from the flower that represents the parent.
- Integration of subjects : Science (stages of plant life cycle) - Math (counting numbers).
- Life skills : Good listening - Observation.

LEARN

Time

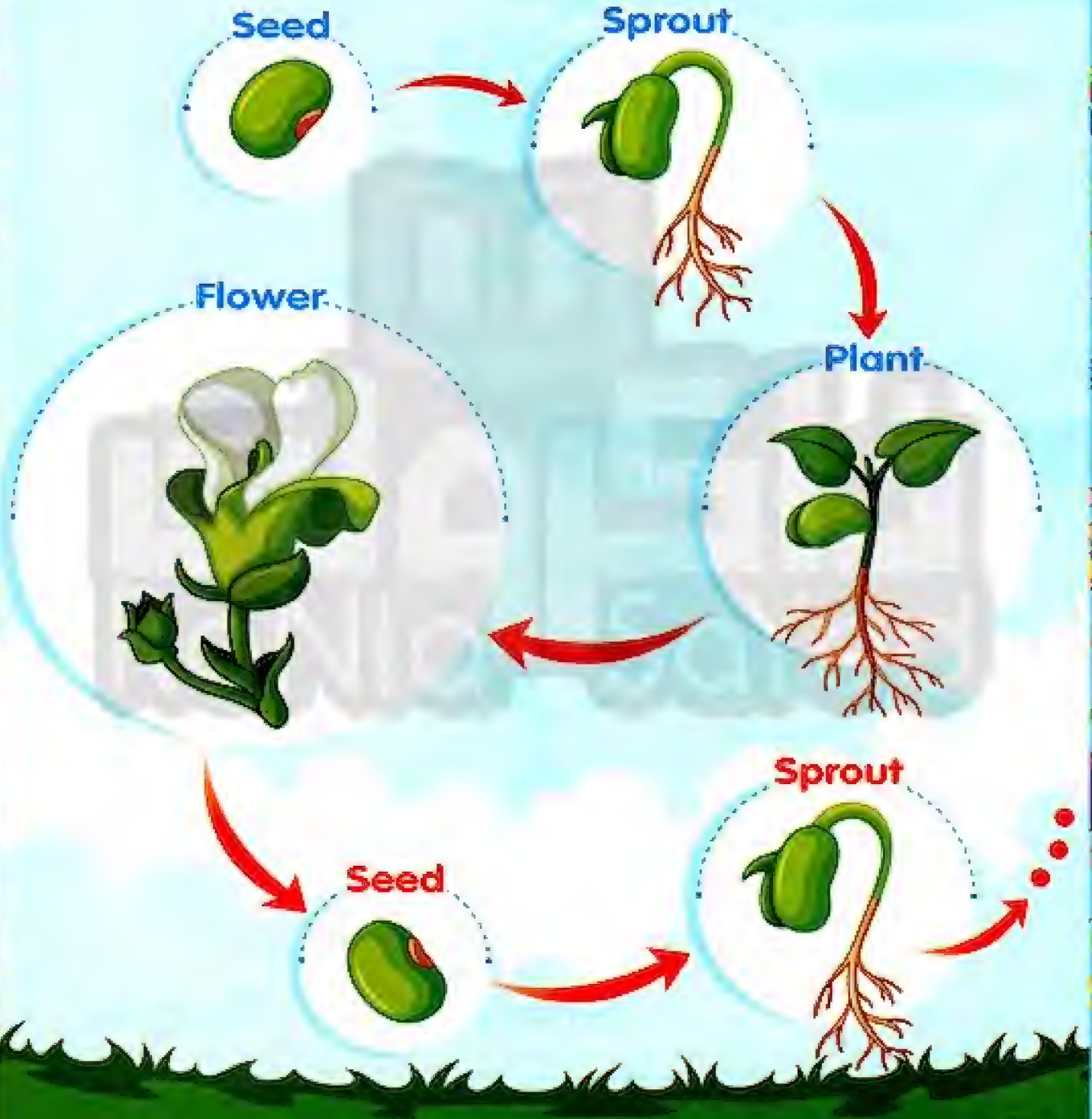
★ The stages of the **human life cycle** are :

Baby → Child → Teenager → Adult.



★ The stages of the **plant life cycle** are :

Seed → Sprout → Plant → Flower.



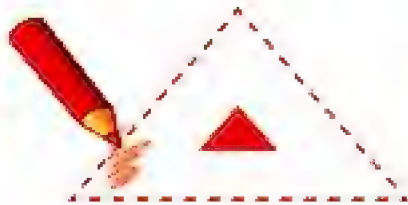
DISCOVER Time

Primary Colors

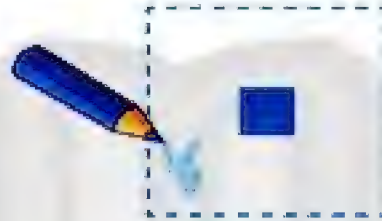


Activity

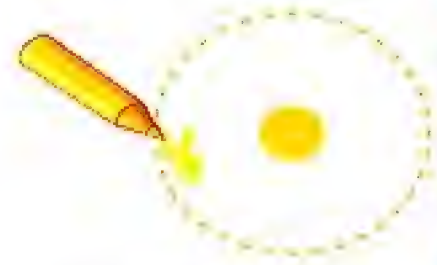
Trace the words, then color the shapes as shown inside each of them.



Red



Blue



Yellow

Mixing Colors



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Activity

Color each figure as shown inside it.



Orange



Green



Purple

- Help your child to know the primary colors (red - blue - yellow).
- Discuss with your child how to mix primary colors to form other new colors.
- **Integration of subjects :**
Art (primary colors - mixing colors) - English (write and read new words).
- **Life skills :** Collecting data - Creativity.



LEARN

Time

★ Primary colors are :



Red



Blue



Yellow

★ Mixing primary colors gives new colors:



Purple



Green

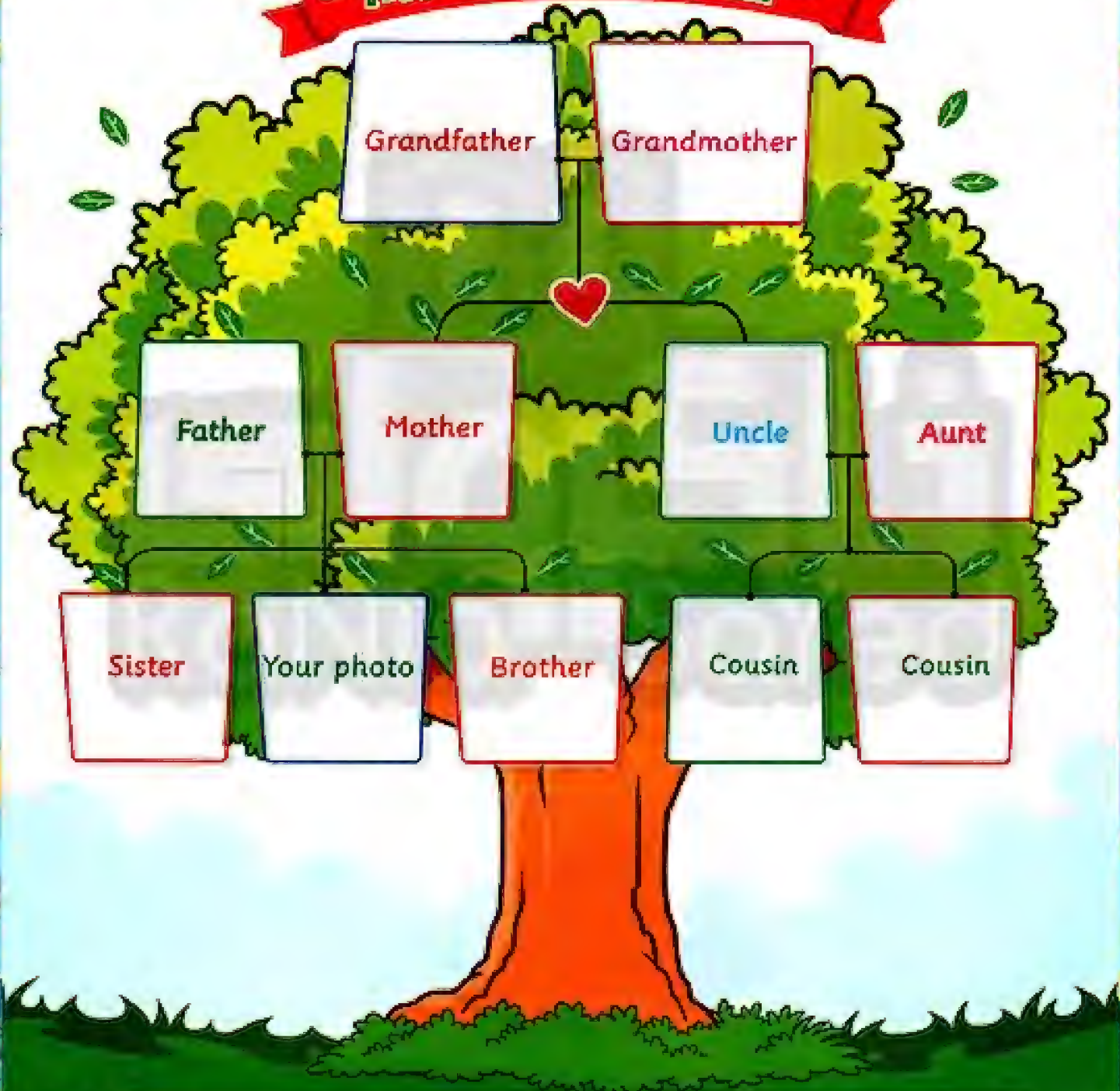


Orange

SHARE TIME

Project

" MY FAMILY TREE "



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- Help your child to stick the photos of his/her extended family to make his/her own family tree and share it with friends and family.

WRITING CORNER



Baby

Baby

Child

Child

Teenager

Teenager

Adult

Adult

Red

Red

Blue

Blue

Yellow

Yellow

• Help your child to trace each word, then write it twice by him/herself.

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Father

Father

Mother

Mother

Sister

Sister

Brother

Brother

Grandmother

Grandmother

Grandfather

Grandfather

Uncle

Uncle

Aunt

Aunt

Cousin

Cousin

CHAPTER 3

Who Are We ?



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المعاصر

موقع ذاكرولي التعليمي

الصف الاول الابتدائي

DISCOVER Time

Picture Graph

Activity

Use the following picture graph to answer the questions.

Fruits

Apple :



Banana :



Orange :



Watermelon :



Key : each picture = 1 fruit

• How many..... ?









• Put the symbol (> , < or =)

The number of the number of

The number of the number of

The number of the number of

- Help your child to observe the picture graph and count each fruit.
- Discuss with your child how to use the picture graph to get data and compare between them.
- **Integration of subjects :** Math (use the picture graph) - English (read the names of the fruits).
- **Life skills :** Critical thinking - Problem solving.

Make a Picture Graph

Activity Make a picture graph for the following picture.



• How many..... ?

Boys



Girls



Guitars



Boys

Girls

Guitars

Key : Boys ▲ - Girls ■ - Guitars ●

- Help your child to count boys, girls and guitars in the picture and write their numbers, then make a picture graph for them.
- **Integration of subjects** : Math (make a picture graph) - Art (draw colored geometric figures).
- **Life skills** : Observation - Collecting data.

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Bar Graph



Activity

Use the following bar graph to answer the questions.

Farm Animals



How many..... ?



3



.....



.....



.....

Put the symbol (> , < or =)

The number of



the number of



The number of



the number of



The number of



the number of



- Help your child to observe the bar graph and count each animal.
- Discuss with your child how to use the bar graph to get data and compare between them.
- **Integration of subjects :** Math (bar graph) - English (names of some farm animals).
- **Life skills :** Collecting data - Problem solving.

Make a Bar Graph

Activity

Write the number of boys and girls in the picture and use this data to make a bar graph.



1 2 3 4 5 6 7 8 9

Boys

Girls



Boys



Girls

- Help your child to make a bar graph by counting boys and girls, then write their numbers and make a bar graph using his/her data.
- Integration of subjects : Math (make a bar graph) - Art (color the bar graph).
- Life skills : Observation - Collecting data.

LEARN

Time

★ Picture Graph

Orange



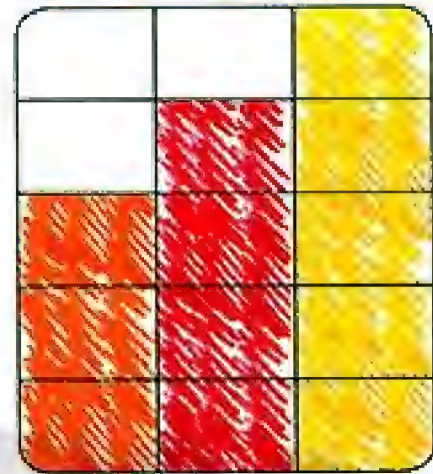
Apple



Banana



★ Bar Graph



7 is greater than 4

 $7 > 4$

The bigger part of the symbol is pointing towards the greater number

4 is smaller than 7

 $4 < 7$

The smaller part of the symbol is pointing towards the smaller number

 $3 = 3$

3 is equal to 3

DISCOVER Time

Living and Non-living things



Activity

Sort the objects into "living" or "non-living" as shown in the table below.



	Living	Non - Living

- Discuss with your child the common properties among living things.
- Help your child to observe other examples of living and non-living things.
- **Integration of subjects :** Science (categorize living and non-living things)
 - English (read the words living and non-living things).
- **Life skills :** Observation - Critical thinking.

Living and Non-Living graph



Activity

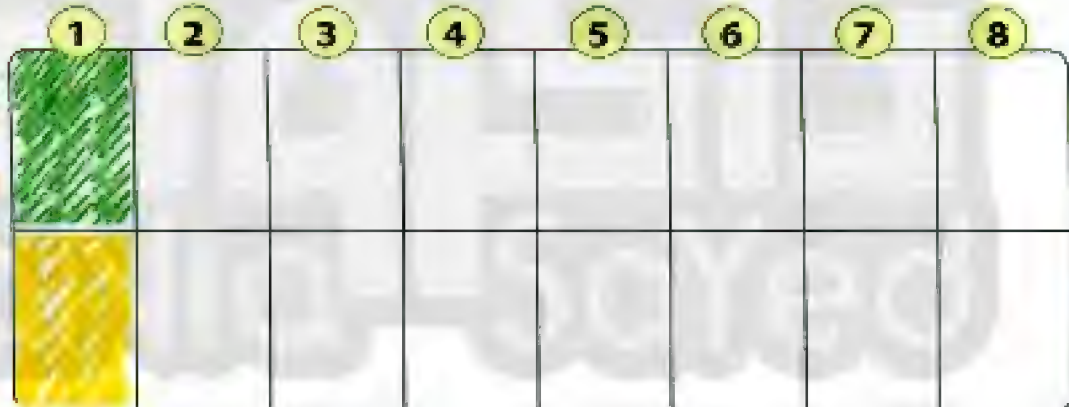
Look at the picture then complete the bar graph using the same colors.



Living



Non-Living



Put the symbol $>$, $<$ or $=$

The number of  the number of 

The number of  the number of 

The number of  the number of 

- Help your child to count boys, girls and balloons, then complete the bar graph with the same colors and answer the questions.
- **Integration of subjects** : Math (bar graph - $>$, $<$ and $=$) - Art (color the bar graph).
- **Life skills** : Observation - Problem solving.

LEARN

Time

★ Living things:

Humans



Dog



Tree



Butterfly



Bird



★ Non- Living things:

Chair



Book



Bag



Ball



Car



• Help your child to mention other examples of living and non-living things.

SHARE TIME

Project "Living and Non-living things".

Living Things

Stick photos of
living things

Non-Living Things

Stick photos of
non-living things

Living

Non-Living

Key : Living ● - Non-living ■

- Help your child to stick some photos of living and non-living things and make a picture graph for them, then share his/her project with friends and family.



WRITING CORNER



Living things

Living things

Non-living things

Non-living things

• Help your child to trace each word, then write it twice by him/herself.

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المحاصر

موقع ذاكرولي التعليمي

الصف الأول الابتدائي

CHAPTER 4

our Community



DISCOVER Time

My Community



Activity

Circle what you see in your community.



- Help your child to observe other things or buildings in his/her community like supermarket, shops, police station ... etc.
- **Integration of subjects** : Social studies (observe his community) - English (form sentences to describe situations).
- **Life skills** : Observation - Critical thinking.



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Our Rights

Activity

Trace the words, then match each picture with the suitable sentence.



We have the right to
learn



We have the right to
be safe



We have the right to
share ideas

- Discuss with your child that every member in the community has the right to learn, be safe and share ideas.
- Help your child to know other examples of his rights such as food, shelter ... etc.
- **Integration of subjects :** Social studies (our rights in the community - English (writing some words).
- **Life skills :** Communication - Observation.

Our Responsibilities

Activity Color the pictures.

★ I can help.



نقوم في أي عمل عليه العلامة دي

★ I can follow rules.



- Discuss with your child some other responsibilities towards his/her family, friends and environment.
- **Integration of subjects** : Social studies (responsibilities towards the community) - Art (coloring pictures).
- **Life skills** : Communication - Respect rules.

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Right Behavior - Wrong Behavior



Activity

Circle the right behavior in **green** and the wrong behavior in **red**.



- Discuss with your child other examples of good behaviors that he should do, and other bad behaviors that he must not do.
- **Integration of subjects** : Social studies (good and bad behaviors) - English (form sentences to discuss situations).
- **Life skills** : Respect others - Communication.

LEARN

Time

★ A right is something I deserve.

I have the right to

learn



be safe



share ideas



I have the responsibility to

help other people



help my family



follow rules



DISCOVER Time

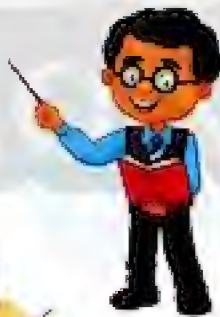
Community Helpers

Activity

Match each community helper with the place where he/she works.

Community helper

Place



- Discuss with your child other community helpers and the places where they work.
- **Integration of subjects** : Social studies (names of some community helpers and their places of work).
- **Life skills** : Critical thinking - Identify relationships.

Worker Tools



Activity

Circle the tool that each worker need.



- Help your child to observe other workers and let him / her mention the tools they need.
- **Integration of subjects** : Social studies (identify tools of different workers) - English (to know names of some tools).
- **Life skills** : Observation - Critical thinking.

Industrial jobs and Not industrial jobs



Activity

Circle the industrial job with a **red** color and not industrial job with a **green** color.



- Help your child to classify different jobs into industrial and not industrial jobs.
- Discuss with him/her other industrial and not industrial jobs.
- **Integration of subjects** : Social studies (differences between industrial and not industrial jobs) - English (read some new words).
- **Life skills** : Critical thinking - Respect others.

Food , Water and Shelter



Activity

Trace the words and color the pictures.



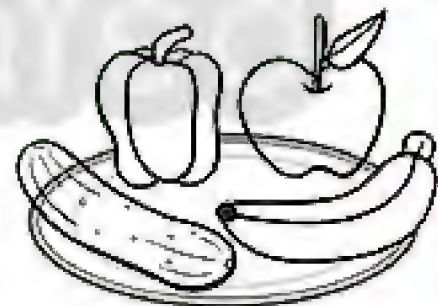
We need



Water



Shelter



Food

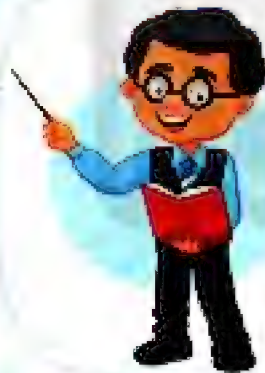
- Discuss with your child that all community members need food, water and shelter.
- Discuss with him/her how to use water in right ways.
- **Integration of subjects** : Science (needs of human beings - how to save water) - Art (coloring picture).
- **Life skills** : Observation - Creativity.

LEARN Time

★ **Industrial jobs** make new things or fix broken things.



★ **Not Industrial jobs** help people learn, stay safe or stay healthy.



We need

Food

Water

Shelter

SHARE TIME

Project My Favorite job.

- Draw yourself wearing the uniform of your favorite job.
- Stick in the circles three tools you will use in this job.

draw

Stick a tool

Stick a tool

Stick a tool

- Discuss with your child why he/she chooses this job and let him/her shares his project with friends and family.

65



WRITING CORNER



Learn

Learn

Be safe

Be safe

Share ideas

Share ideas

Food

Food

Water

Water

Shelter

Shelter

نفوقك في أي عمل عليه العناية ري ذاكروولي

THEME 2

The World Around Me



67



هذا العمل حصري على موقع ذاكروولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى للمزيد من أعمالنا الحصرية تفضل بزيارة موقعنا الإلكتروني من هنا <https://www.zakrooly.com>

CHAPTER 1

Our Environment



تابع جديد ذاكرولي على موقعنا

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69



هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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المعاصر

موقع ذاكرولي التعليمي

الصف الأول الابتدائي



DISCOVER Time

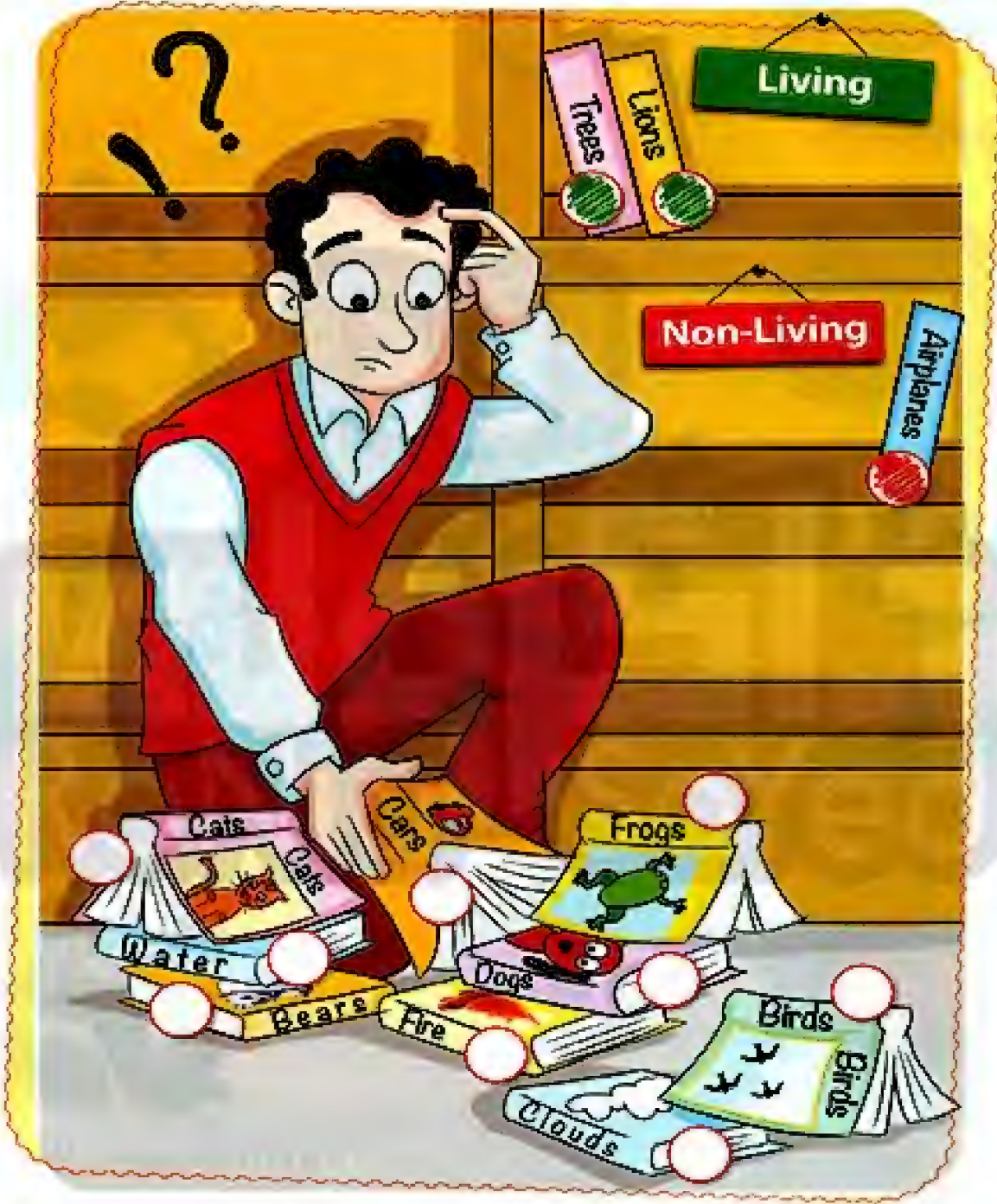
Living and Non-living things

Activity 1 Look at the picture, and circle the living things :



- Discuss with your child the differences between living and non-living things.
- **Integration of subjects :** Science (Identifying living things)- Social studies (observing the surrounding environment).
- **Life skills :** Observing - Classifying - Exchange information.

Activity 2 Color books of living things in , and that of non-living things in .



- Your child will look at the picture and classify the books according to their topics.
- Integration of subjects : Science (classifying living and non-living things)
- Art (using colors).
- Life skills : Differentiating - Flexible thinking.

Living things' characteristics



Activity 1

Put ✓ on the correct picture that describes a living thing :

It needs



☐ food and water



☐ air to breathe



☐ a ball



It can



☐ grow and change



☐ move by itself



☐ have babies

لا تلمس الأشياء في
قنوات ذاكرولي
على تطبيق الليجر إم

- Your child will think about what living things need and what they can do.
- **Integration of subjects** : Science (identifying the characteristics of living things)
- English (forming sentences).
- **Life skills** : Observing - Thinking.

Activity 2 Look at the pictures then write ✓ for yes and ✗ for no :

Bird



Kite



Does it need food and water ?

☐
☐

Does it need air to breathe ?

☐
☐

Does it grow and change ?

☐
☐

Does it move by itself ?

☐
☐

Does it have offspring (babies) ?

☐
☐

Is it a living thing ?

☐
☐

- Help your child read the questions.
- Your child will answer the questions by yes or no.
- Integration of subjects : Science (identifying the characteristics of living things) - English (reading and answering questions).
- Life skills : Observing - Self discovering.

Making Groups



Activity

Sort the objects into four groups by writing each word in the correct box :

Slide



Kite



Bird



Tree



Swing



Butterfly



Hat



Dolphin



Airplane



Car



Fish



Bicycle



Things that fly

Things that swim

Living things

Non-living things

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- Explain to your child that we can classify things in different ways.
- Discuss with him the other ways that he can use to classify these items into two or more groups.
- Integration of subjects : Science (classifying things according to a common characteristic) - English (writing names).
- Life skills : Observing - Flexible thinking - Exchange information.

Plants and animals

Activity 1

Look at the picture.

Write ✓ on living things and ✗ on non-living things in each circle, then complete :




★ How many **plants** ?

★ How many **animals** ?

★ **Plants + animals** = + = living things

- Help your child read the questions, and explain to him that + means counting all the items together.
- **Integration of subjects** : Science (classifying living things into plants and animals) - Math (counting and writing numbers).
- **Life skills** : Observing - Collecting and recording data.

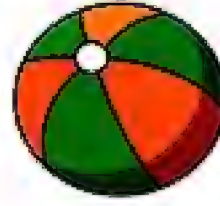
Activity 2 Color the circle of the item that doesn't belong to the group with  :



Duck



Flower



Ball



Frog



Elephant



Monkey



Palm tree



Cow



Apple tree



Bee



Tomato



Sunflower



- Help your child to observe the different item from each group.
- **Integration of subjects** : Science (observing the different item from the group) - Art (coloring).
- **Life skills** : Observing - Differentiating between things.

LEARN

Time



need food and water



need air to breathe



move by themselves

Living things



grow and change



have babies* (offspring)

Non-living things

- don't need food and water
- don't need air to breathe
- don't move by themselves
- don't grow
- don't have babies (offspring)

Living things are :



• Humans



• Animals



• Plants

DISCOVER Time

Desert and Delta

Activity

Look at the following pictures and match the animals with their local environments :



- Discuss with your child the local environments in Egypt (desert and delta) and the animals that live in each environment.
- **Integration of subjects** : Science (features of animals that help them live in different environments) - Social studies (geographical characteristics of different environments).
- **Life skills** : Observing - Noticing relationships - Differentiating between things.

We need water to survive

Activity 1 Color the white area of the square with to represent the amount of water in our body :



- Help your child recognize that our body contains 75% of water and explain to him how water is important for us.
- Help him to recognize the ratio of water in our bodies (show him a cup of water 3/4 full).
- **Integration of subjects** : Science (water in our body) - Math (reading numbers and notice ratios).
- **Life skills** : Observing - Noticing relationships.



Activity 2

Put ✓ on the things that need water to survive and ✗ on that don't need water to survive. then, count the things that need water and the things that don't :



Number of things that
need water to survive

Number of
living things

Number of things that
don't
need water to survive

Number of
non-living things

.....

.....

.....

.....

★ Chose the correct word to complete:

The things that need water to survive = The things.

(living - non-living)

- Explain to your child that all living things need water to survive.
- **Integration of subjects** : Science (things that need water to survive) - Math (counting and writing numbers).
- **Life skills** : Observing - Collecting And recording data.

Properties of water (Experiment)

Activity Use your senses to learn more about water then put ✓ on the correct answer :

Steps



1. Look at a water cup.



2. Smell the water cup.



3. Taste the water cup.

Observation

Does water has a color ?



Does water has a smell ?



Does water has a taste ?



- Help your child to perform an experiment to conclude the properties of water.
- **Integration of subjects** : Science (performing an experiment by using our senses) - English (reading with comprehension).
- **Life skills** : Observing - Testing And collecting Information.

Water sources



Activity

Draw a line to guide each animal to the source of water in both desert and delta :







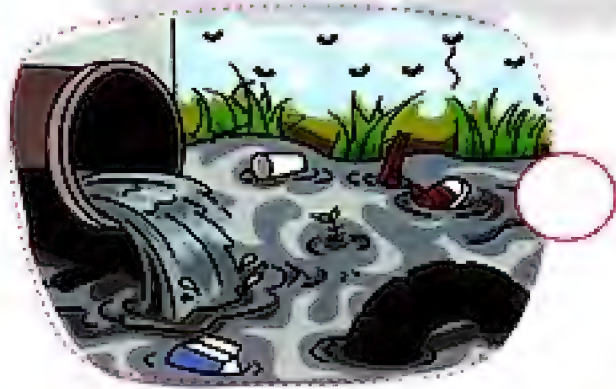
- Discuss with your child the sources of water in Egypt. Help him to understand that in Egypt water comes mainly from two sources the underground water and the river.
- **Integration of subjects** : Science (the animals that need water) - Social studies (the sources of water in Egypt).
- **Life skills** : Observing - Setting goals.

Save the Environment



Activity

Look at the pictures. Then, Color the circle of the action that hurts the environment  with  and that saves the environment  with .



- Discuss with your child the actions that hurt the environment and that save it and the solutions of the environmental problems.
- **Integration of subjects** : Science (sources of pollution) - Social studies (solutions of the environmental problems).
- **Life skills** : Observing - Problem solving.

Using the Map



Activity 1

Look at the map then complete :



1. Giraffes are in the north of monkeys.
2. Lions are in the of monkeys.
3. Zebras are in the of monkeys.
4. Elephants are in the of monkeys.

- Help your child to learn how to read a map and geographic directions.
- **Integration of subjects :** English (reading, writing and pronouncing directions correctly) - Social studies (identifying the directions and using them to locate things).
- **Life skills :** Observing - Spatial thinking.



Activity 2

Look at the map then complete the sentences to help your friend go to the school from his house :



Go in the east direction.



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www.facebook.com/ZakroolySite

Then, turn to the direction after the market.

Then, turn to the direction before the zoo.

Then, turn to the direction before the hospital.

- Help your child to understand the map and read the directions of the compass to complete the sentences.
- Integration of subjects : English (reading, writing and pronouncing directions) - Social studies (identifying the directions and using them to guide someone to a place).
- Life skills : Observing - Generating ideas - Critical thinking.



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LEARN

Time

★ Animals live in different environments :

The desert is dry.

Animals that need
less water live in
the desert.



The delta is
a farming land.

Animals that need
a lot of water
live in the delta.





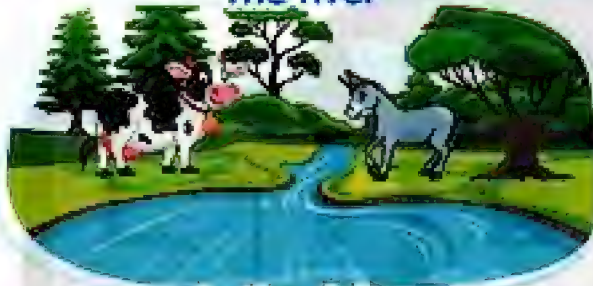
Our body contains
75% of water.

Water has no color,
taste or smell.



Water comes from

The river



in the delta

Under the ground



in the desert

★ We have to save our environment.



SHARE TIME

Project Draw a map draft of an area using the following guidelines and the map keys :

- The club is at the center of the area.
- The school is east of the club.
- The market is south of the school.
- The hospital is west of the market.
- The house is north of the club.



Map Keys

- ▲ = School
- = Hospital
- = Market
- ◆ = House
- ⬡ = Club

- Help your child read the guidelines to draw a map draft by using the map keys.
- Integration of subjects : Art (drawing a map draft) - Social studies (locating places on a map).
- Life skills : Spatial Thinking - Recognizing relationships.



WRITING CORNER



Environment

Environment

Living

Living

Non-living

Non-living

North

North

South

South

East

East

West

West

• Help your child to trace each word, then write it twice by him/herself.

CHAPTER 2

Moving Around
our Environment

DISCOVER Time

Parts of the plants

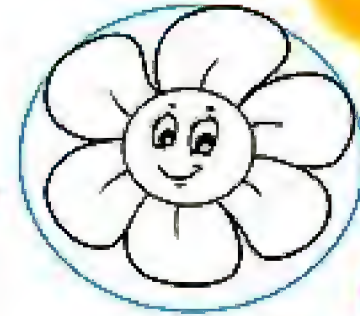
Activity 1 Trace, color and join :

Roots

Flower

Leaves

Stem



- Help your child to trace the words and color each part of the plant, then join each part with its name.
- **Integration of subjects :**
Science (identifying the parts of the plant) - Art (coloring) - Writing (tracing the words).
- **Life skills :** Observing - Identifying the relationships - Discovering - Critical thinking.

Activity 2 Join the parts of the plant with their functions :



Flower

Hold the plant in the ground and soak water from the soil.

Stem

Holds the plant up and carries water from the roots to the different parts of the plant.

Leaves

Makes seeds.

Roots

Let in air and use sunlight to make food.

- Help your child to read the functions of the parts of plant and join each part with its function.
- **Integration of subjects :**
Science (identifying the functions of parts of the plants) - English (reading words).
- **Life skills :** Critical thinking - Recognizing clear goals.

Animals

Activity Write the name of each animal :

Cricket
Owl

Fish
Bear

Bat
Butterfly

Camel
Elephant

Frog
Rabbit

Penguin
Dolphin



g o f r

F _ _ _



p h e e l n a t

E _ _ _ _ _



n p e g i n u

P _ _ _ _ _



t c r k i e

C _ _ _ _ _



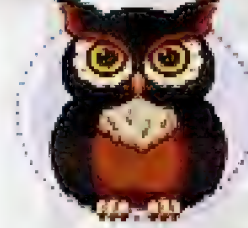
B r a e

B _ _ _



a b t

B _ _



l o w

O _ _



t b b r a i

R _ _ _ _



s f h i

F _ _ _



n d l o p i h

D _ _ _ _



l a c e m

C _ _ _



f y l t t b e r u

B _ _ _ _ _

- Help your child to read and write the names of animal to identify the animals.
- **Integration of subjects :**
Science (identifying different types of animals) - Writing (learning how to write the names of animals).
- **Life skills :** Identifying - Listening - Problem solving.

Part of the animals



Activity 1

Use your colors to make a circle around the parts of animals :



○ Shell



○ Wing



○ Fin



○ Claws



○ Hooves



○ Tail



○ Beak



○ Long neck



○ Feathers



○ Scales



○ Teeth



○ Antlers



○ Pouch



- Help your child to identify the parts of the animals and make a circle around each part with the specialized color.
- Integration of subjects : Science (identifying the parts of the animals) - English (reading the words using the word bank) - Art (using colors).
- Life skills : Critical thinking - Identifying the relationships.



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المعاصر

موقع ذاكرولي التعليمي

الصف الاول الابتدائي

Activity 2 Classify each part of animals according to its function :

Shell



Wing



Fin



Claws



Tail



Long neck



Feathers



Hooves



Beak



Antlers



Pouch



Scales



Teeth



Move

Protect

Eat

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- Help your child to classify the parts of animals that help them to survive.
- **Integration of subjects** : Science (identifying the function of each part of animals) - Writing (writing the words using the word bank).
- **Life skills** : Observing - Discovering - Identifying the relationships.

How animals move

Activity

Color the circle of animals that can **swim** with , **fly** with , others (walk, run, hop) with , then complete :



★ The animals that can swim  =

★ The animals that can fly  =

★ The animals that can (walk, run, hop)  =

- Help your child to classify the movement of animals, then count them.
- Integration of subjects : Science (discovering how animals move) - Math (counting and writing numbers) - Art (using colors).
- Life skills : Observing - Critical thinking - Classifying.

How objects move

Activity Check ✓ on the possible movement for each object :



Bounce



Roll



Spin



Slide



- Help your child to think about the possible movements for each object.
- **Integration of subjects :**
Science (discovering the different movements of objects) - English (reading the words).
- **Life skills :** Observing - Distinguishing - differentiating between the movements of objects.

LEARN

Time

★ Plants have different parts with different functions, which are :

Flower

Makes seeds.

Leaves

Let in air and use sunlight to make food.

Stem

Holds the plant up and carries water from the roots to the different parts of the plant.

Roots

Hold the plant in the ground and soak water from the soil.



★ Parts of animals **differ** from each other **according** to their function :

Some parts are used to :

Protect

Shell



Scales



Antlers



Feathers



Claws



Pouch



Eat

Beak



Teeth



Long neck



Move

Wing



Tail



Fin



Hooves



★ Objects have **different** types of **movement**, they may:



Bounce

Roll



Spin



Slide



DISCOVER Time

Transportation

Activity 1 Trace, then draw lines to match the shadows with the correct picture on the right :



Airplane •



Bus •



Walking •



Boat •



Car •



Bicycle •

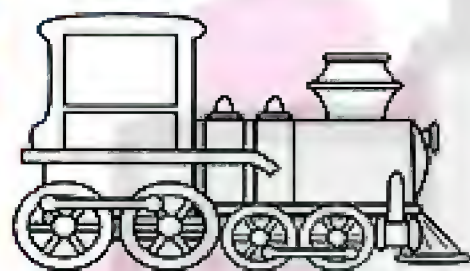
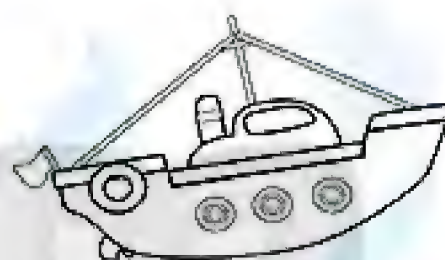
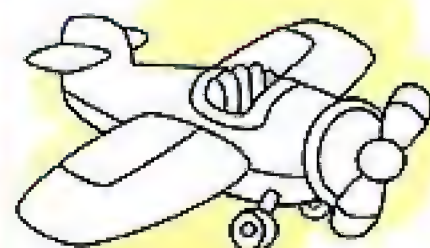


Train •



- Discuss with your child the different types of transportation.
- Help your child to trace the names of transportations, then join each shadow with its correct picture.
- **Integration of subjects :** Social studies (identifying transportations) - English (writing and reading names of transportation).
- **Life skills :** Discovering - Critical thinking.

Activity 2 Color the transportations go in air  with ,
on tracks   with ,
and in water  with  :



- Help your child to think about the different forms of transportation, then color them.
- **Integration of subjects** : Social studies (identifying different forms of transportation) - Art (coloring).
- **Life skills** : Critical thinking - Identifying the relationships.

Does it cause pollution ?





Activity

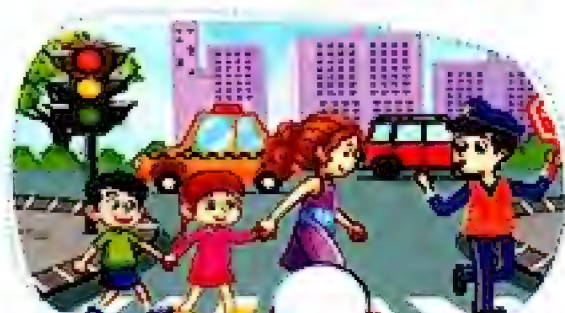
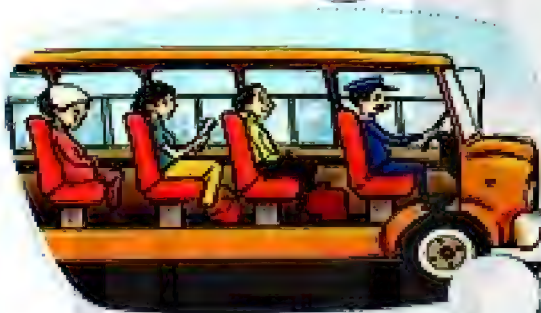
Put ✓ on the forms of transportation that don't cause pollution and ✗ on the forms of transportation that cause pollution :



- Help your child to differentiate between the forms of transportation that cause pollution and that don't cause pollution.
- **Integration of subjects :** Social studies (investigating how to keep environment clean) - English (listening and speaking by following agreed upon rules for discussion).
- **Life skills :** Observing - Comparison - Identifying the problem.

Transportations behaviors

Activity Color the circle of good behaviors at transportations with  and that of bad behaviors with .



- Help your child to differentiate between the good behaviors and bad behaviors in transportations to be kept safe.
- **Integration of subjects :** Social studies (recognizing good and bad behaviors at transportations) - English (listening and speaking by following agreed upon rules for discussion) - Art (using colors).
- **Life skills :** Critical thinking - Recognizing rules .

Traffic rules and signs



Activity

Match each traffic sign with its meaning :



• Slow down



• Wear seatbelt



• Stop



• Do not enter



اكتب ذاكرولي في البحث وانضم لجروبات ذاكرولي
مع رياض الأطفال للصف الثالث الاحدادي

- Discuss with your child the importance of following the traffic signs and traffic rules.
- **Integration of subjects** : Social studies (identifying the meaning of each traffic sign - English (reading with sufficient accuracy and fluency to support comprehension).
- **Life skills** : Recognizing clear goals - Respecting the rules.

Traffic lights



Activity

Color the pictures, then write what each traffic light means :

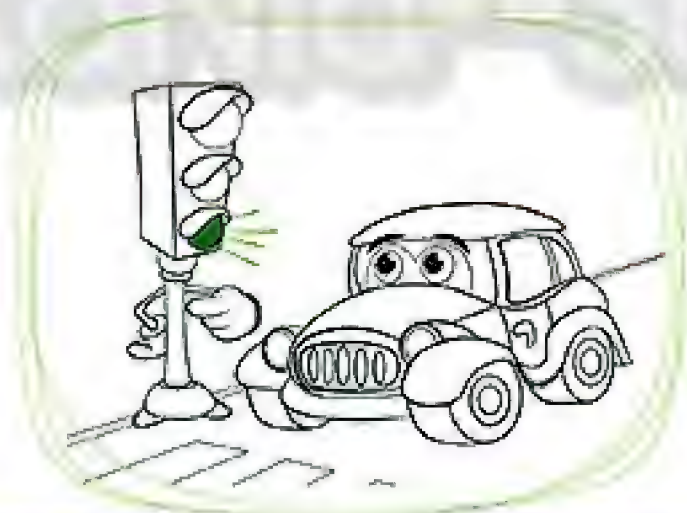
Stop

-

Wait

-

Go



- Discuss with your child the traffic lights and what each color means.
- Integration of subjects : Social studies (identifying the traffic lights) - Writing (writing : words) - Art (coloring).
- Life skills : Observing - Identifying the relationships.

LEARN

Time

★ We travel around the world using different types of transportation , like :

On land



Car



Walking



Bus



Bicycle



Train

In water



Boat

In air



Airplane

- ★ We should take care of our environment from pollution. Some forms of transportations cause pollution and some don't.

Pollution



No pollution



★ Traffic signs and traffic lights are very important to be safe.

Traffic signs



Do not enter



Stop



Stop



Slow down



Wear seatbelt

Traffic Lights



STOP



WAIT



GO



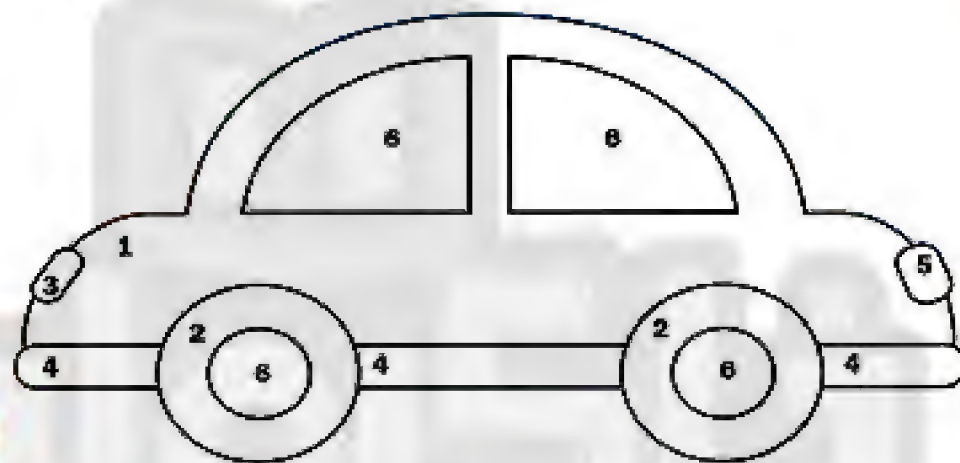
Note: Cars and buses must drive on the right side of the road.

SHARE TIME

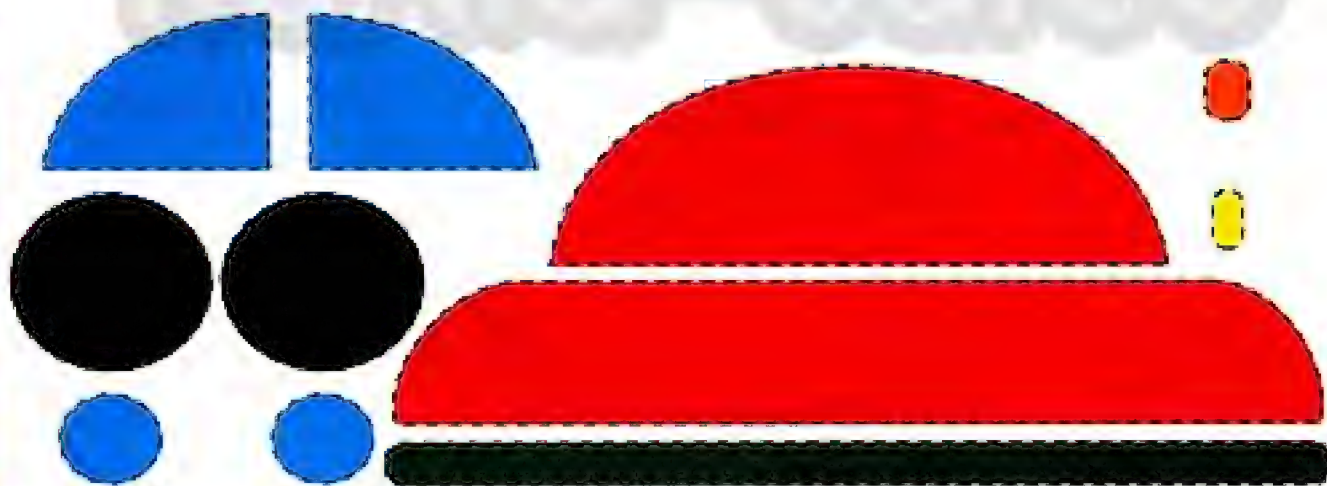
Project Color by numbers, then make a model of car using craft paper :

Color by numbers.

- 1
- 2
- 3
- 4
- 5
- 6



Make a model.





WRITING CORNER



Leaves

Leaves

Flower

Flower

Roots

Roots

Stem

Stem

Shell

Shell

Wing

Wing

Fin

Fin

Claws

Claws

Hooves

Hooves

Tail

Tail

Beak

Beak

Feathers

Feathers

Long neck

Long neck

Teeth

Teeth

Scales

Scales

Antlers

Antlers

Pouch

Pouch

Dolphin

Dolphin



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• Help your child to trace each word, then write it twice by him/herself.

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Rabbit

Rabbit

Elephant

Elephant

Bear

Bear

Butterfly

Butterfly

Penguin

Penguin

Owl

Owl

Frog

Frog

Camel

Camel

Bat

Bat



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114

• Help your child to trace each word, then write it twice by him/herself.



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Fish

Fish

Cricket

Cricket

Car

Car

Train

Train

Walking

Walking

Boat

Boat

Airplane

Airplane

Bicycle

Bicycle

Bus

Bus

• Help your child to trace each word, then write it twice by him/herself.

115



هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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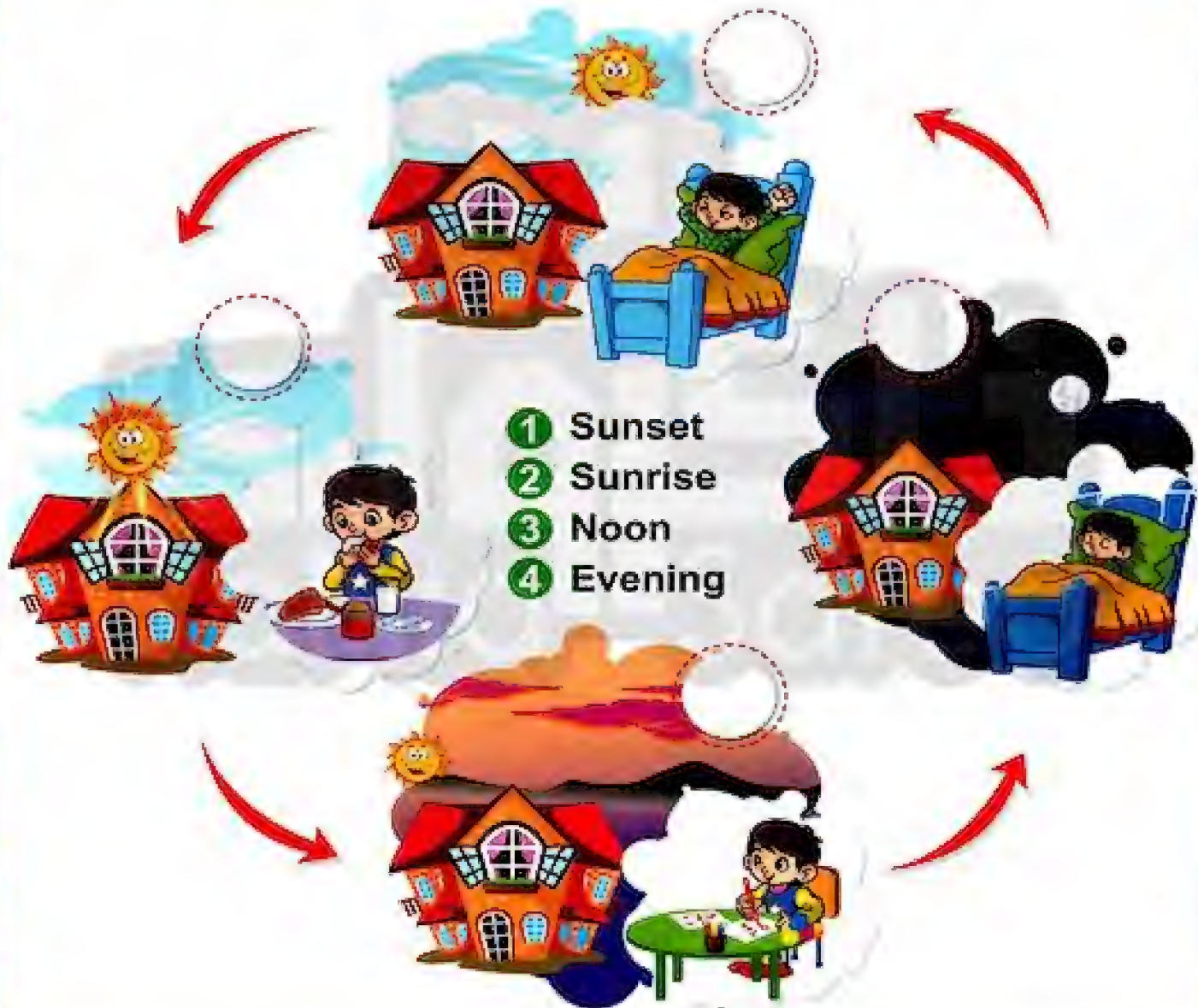
CHAPTER 3

Growing Food in The
World Around us

DISCOVER Time

The sun movement in the sky

Activity 1 Observe the sun location and your activity, then write the suitable number on each picture :



- Help your child to observe the movement of the sun in the sky during the day and link it with the day times (sunrise - sunset - noon - evening).
- Read with your child the words: (sunrise - sunset - noon - evening).
- Integration of subjects : Science (observing daily movement of sun in the sky "sunrise- sunset") - Math (writing numbers).
- Life skills : Observing - Discovering.

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هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى
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Activity 2 Color, then join with the suitable day time :



Day



Night



- Help your child to compare between the day and night through the activities that he/she is doing during day.
- Read with your child the words : (day - night).
- **Integration of subjects** : Science (the difference between day and night) - Art (coloring).
- **Life skills** : Differentiating between day times.

Seasons of the year



Activity 1

Look at each picture, then write the name of the season under each picture :

Fall

Summer

Spring

Winter



- Help your child to write the words representing the four seasons (spring - summer - fall - winter).
- **Integration of subjects :** Science (discovering the characteristics of the four seasons) - Social studies (distinguishing between the four seasons of the year using pictures).
- **Life skills :** Differentiating - Adapting to different seasons.



Activity 2

Complete the space, then join :



S _ m _ er



Fa _ _



Wi _ t _ r



S _ r _ ng

- Help your child to join the pictures representing the activities done in the four seasons.
- Be sure how well your child writing the words (summer - fall - winter - spring).
- **Integration of subjects** : Social studies (distinguishing between the four seasons of the year using pictures) - Writing (writing letters).
- **Life skills** : Selecting the appropriate alternative.

Activity 3

Match each part of clothes with the suitable season :



Glasses



Ice cap



Scarf



Short



Boots



Coat



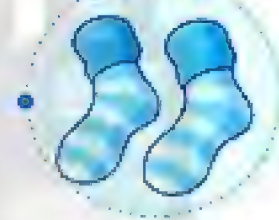
Slippers



Gloves



Socks



Hat



T-shirt



- Help your child to differentiate between the summer clothes and winter clothes and tell him/her that there are clothes specified for winter and for summer to realize that each season has its own clothes.
- **Integration of subjects** : Social studies (comparing clothing for winter and summer) - Art (drawing lines).
- **Life skills** : Observing - Exchanging information - Good inquiry.

Winter or Summer..?



Activity

Trace the words, then classify the fruits and vegetables by putting a sign ✓ in winter box or summer box :

Fruits and vegetables

Winter

Summer



Orange



Beets



Mango



Watermelon



Carrots



Grapes

- Discuss with your child the fruits and vegetables that grow in summer and winter.
- Encourage your child to pronounce the names of fruits and vegetables.
- **Integration of subjects** : Social studies (differentiating between winter and summer fruits and vegetables) - Writing (tracing words).
- **Life skills** : Observing - Exploring and comparing.

Healthy and unhealthy food



Activity 1

Sing the song. Underline the healthy food choices with and unhealthy (junk) food choices with .

DO you like ...

Do you like healthy food ?

Or do you like junk food ?

I like chocolate bars ...

and I like apple pie !

I like chips and cookies ...

and I like salty fries !

But healthy food makes you strong !

Healthy food makes you fast !

Junk food it makes you weak !

Junk food makes you big and fat !

But healthy food helps you grow !

Healthy food is good for you !

Junk food it makes you soft !

Junk food it makes you slow !

Why would I eat the junk food ?

Sing
& learn



Chocolate bars



Apple pie



Chips



Cookies



Salty fries



Fish



Eggs



Yogurt



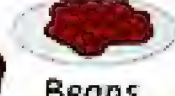
Nuts



Fruits and
vegetables



Rice



Beans

I want fish and eggs !

I love nuts and yogurt !

I love fruit and veg !

I love rice and beans !





- Discuss with your child the types of healthy and unhealthy food choices and the importance of healthy food for our bodies.
- **Integration of subjects :** Economic applied science (identifying the importance of healthy food)
- Music (singing a song).
- **Life skills :** Observing - Distinguishing.

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Activity 2 • Color the healthy food choices with  and the **unhealthy** food choices with  :



- Discuss with your child the healthy and unhealthy food choices and help him/her to choose the healthy food.
- **Integration of subjects** : Science (identifying some healthy and unhealthy nutritional habits) - Social studies (identifying some correct and incorrect nutritional practices).
- **Life skills** : Observing - Exploring nutritional practices.

LEARN

Time

★ The year consists of **four** seasons :



Winter



Fall



Spring



Summer

★ The colthes, vegetables and fruits differ in summer than in winter :



★ The types of foods are divided into **healthy** and **unhealthy** :



Fish



Eggs



Beans



Nuts



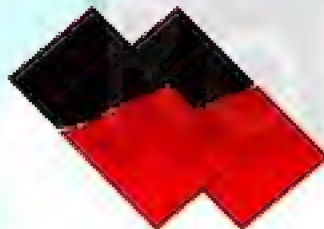
Yogurt



Fruits and vegetables



Rice



Chocolate bars



Apple pie



Chips



Cookies



Salty fries



نفوقه في أي عمل عليه العلامة دي

DISCOVER Time

Farmer's Jobs

Activity put ✓ on the jobs that the farmer can do :



- Discuss with your child the jobs of farmers and the differences between the agricultural jobs and other jobs.
- **Integration of subjects** : Social studies (identifying the agricultural jobs) - Vocational fields (linking the farmers with their professions).
- **Life skills** : Understanding the relationships - Respect others.

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هذا العمل حصري على موقع ذا كروولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى للمزيد من أعمالنا الحصرية تفضل بزيارة موقعنا الإلكتروني من هنا <https://www.zakrooly.com>

Farmer's Tools



Activity

Write the number of each tool to match the shadow with its correct tool :



1



2



3



4



5



- Discuss with your child the tools of farmers and the role of agricultural tools in agriculture and help your child to link between the tools with their shadows .
- **Integration of subjects :** Social studies (identifying the agricultural tools) - Vocational fields (matching agricultural tools with their pictures) - Math (writing numbers).
- **Life skills :** Observing - Discovering.

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هذا العمل حصري على موقع ذاكرولي التعليمي ويسمح بمشاركته فقط ولا يسمح بتداوله على أي مواقع أخرى للمزيد من أعمالنا الحصرية تفضل بزيارة موقعنا الإلكتروني من هنا <https://www.zakrooly.com>

Agricultural and Industrial jobs



Activity

Color the circle of the agricultural jobs with and that of the industrial jobs with :



- Discuss with your child the difference between agricultural jobs and industrial jobs and the tools that are used in agriculture and industry.
- **Integration of subjects** : Social studies (distinguishing between the industrial and agricultural professions and their effect on the environment) - Vocational fields (the importance of various agricultural professions in society).
- **Life skills** : Distinguishing - Good Inquiry - Respect others.

Plants



Activity

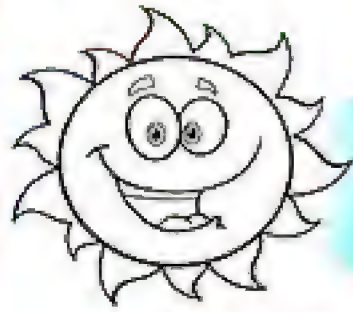
Connect the dots by counting numbers, then color the picture :



- Let your child telling you about the parts of the plant and counting the numbers during connecting the dots.
- Integration of subjects : Math (counting numbers) - Art (coloring).
- Life skills : Discovering - Asking questions.

Plant Needs

Activity 1 Color the plant needs :



Sunlight



Air



Water



Plant

Soil



نقوم في أي عمل عليه العلامة دي

- Assist your child to learn what the plant needs for growing and survive.
- Encourage your child to pronounce the names of the plant needs.
- **Integration of subjects** : Science (identifying the plant needs to grow) - Art (coloring).
- **Life skills** : Observing - Recognizing the relationships.

Activity 2 Match the plant with its needs :



Butterfly



Water



Space



Bat



Soil



Air



Moon



Sunlight

- Let your child practice the needs of plants to grow by encouraging him/her to match the needs to the plant.
- Read the words with your child.
- **Integration of subjects :** Science (identifying the plant needs) - Social studies (the importance of the plant needs for the plants).
- **Life skills :** Observing - Selecting the appropriate alternative.

Plant Uses

Activity

Trace the words, then join the plants with their uses :



Clothes



Medicine



Fuel



Food



Shelter



- Encourage your child to pronounce the names of plant uses.
- Discuss with your child the different uses of the plants.
- Integration of subjects : Social studies (identifying the uses of the plants) - Writing (tracing the words).
- Life skills : Discovering - Observing - Asking questions.

LEARN Time

★ The farmer can do different jobs by using special tools :



Tools



Caring for animals

Protecting plants



Jobs

Picking fruits

Plowing the fields



Plant Needs



Sunlight



Air



Water



Soil



Space



Plant Uses



Clothes



Medicine



Fuel



Shelter



Food

Weeds

★ The weeds are harmful for the plants, because they are competing with the plants to get closer to the sunlight. So, we must pull out them.



SHARE TIME

Project

- ★ Grow a plant in your house and search for how to plant it.
- ★ Stick a photo for your plant in the frame below.



- Help your child to grow a plant like : "lettuce, bean, lentils ... etc"
- Life skills : Searching for information - Applying knowledge.

WRITING CORNER



Winter

Winter

Fall

Fall

Spring

Spring

Summer

Summer

Orange

Orange

Carrot

Carrot

Beet

Beet

Watermelon

Watermelon

Mango

Mango



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Grapes

Grapes

Food

Food

Clothes

Clothes

Fuel

Fuel

Shelter

Shelter

Medicine

Medicine

• Help your child to trace each word, then write it twice by him/herself.

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CHAPTER 4

Celebrating The
World Around us

DISCOVER Time

Celebrating the world around us

Activity 1 Match each celebration with its possible picture :



• New year's Eve



• Eid Al-Fitr



• Christmas



• Eid Al-Adha

- Discuss with your child the celebration of each feast in Egypt (New year's Eve, Eid Al-Fitr, Eid Al-Adha, Christmas).
- Integration of subjects : Social studies (Egyptian's celebrations) - English (reading the names of feasts accurately).
- Life skills : Observation - Identifying relationships - Exchanging information.

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Activity 2 Color with  on the things that happen during Eid Al-Adha :



- Discuss with your child how people celebrate Eid Al-Adha in Egypt.
- **Integration of subjects** : Social studies (celebration of Eid Al-Adha in Egypt) - Art (coloring).
- **Life skills** : Observation - Excluding the different.

LEARN

Time

★ Celebrations in Egypt :

Fireworks go
off in the sky



Families celebrate
together



Children get
new clothes



Girls and boys get
sweets and toys



They pray
together



Eid Al-Fitr



Families celebrate
together



They eat
Ka'ak



Children get
Eid-ey-yah



They visit
relatives



They pray
together



Families celebrate
together



They witness the
sacrifice of the sheep



Eid Al-Adha



They eat
fatta



Children get
Eid-ey-yah



They visit
their families



Christmas
7 / 1

Eid Almilad Al-magid

They eat
meat



Families celebrate
together



There are some examples of good and respectful behaviors to make a celebration great :



Visit relatives

Listening and
paying attention



Saying thank you



نفوقه في أي عمل عليه العلامه دي

DISCOVER Time

Egyptian food



Activity

Color the circle of the traditional Egyptian dishes with :



- Discuss with your child the traditional Egyptian dishes and introduce the ingredients of several famous dishes with your child.
- **Integration of subjects** : Social studies (identifying models of public heritage "e.g : traditional foods" - Economics and applied science (listening carefully to others) - Art (using colors).
- **Life skills** : Observation - Critical thinking - Excluding the different.

Egyptian costumes

Activity 1 Check ✓ on the items of traditional Egyptian costumes :



- Discuss with your child the traditional clothes in Egypt and tell him/her that traditional Egyptian costumes depend on where people live.
- Tell your child that we don't need to be similar, but we have to respect the differences.
- **Integration of subjects :** Social studies (identifying models of public heritage "e.g : traditional clothes")
- Applied science (listening carefully to others).
- **Life skills :** Observation - Collecting data - Respecting others.

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Egyptian traditions



Activity

Join your senses with the suitable Egyptian traditions :



I can hear the songs.



I can see and feel the clothing.



I can smell and taste food.



- Discuss with your child how he/she can use his/her five senses to express the Egyptian traditions.
- **Integration of subjects :** Science (using the five senses) - Social studies (identifying the models of public heritage "food, clothing and songs").
- **Life skills :** Observation - Collecting data.

Egyptian monuments

Activity 1 Join the Egyptian monument with its information :



Pyramids of Giza

It is located in Giza on the west bank of the Nile River. It is the largest statue in the world. It has the head of a human and the body of a lion.



Sphinx

They are located in Giza. They are the most famous Egyptian monument. Their number is three and the greatest one is Khufu that is the largest and tallest one.



Temple of Hatshepsut

It is located on the east bank of the Nile River. It was dedicated to bury three Egyptian kings.



Luxor temple

It is located on the west bank of the Nile River and is built into a cliff. It was built to honor Queen Hatshepsut. It is also in honor of Amun.

- Discuss with your child the most famous Egyptian monuments and help him/her to read the informational texts about monuments.
- **Integration of subjects** : Social studies (identifying the historical sites in Egypt) - Economics (the importance of the monuments for tourism).
- **Life skills** : Observation - Exchanging information - Active listening.



Activity 2

Locate the historical sites around the Nile River on the map of Egypt by using the signs inside the box :

- Pyramids of Giza and sphinx in Giza ○
- Temple of Hatshepsut in Luxor △
- Luxor temple in Luxor □

Egypt



- Help your child to locate the historical sites and monuments on the map by using the simple geometric shapes.
- **Integration of subjects** : Social studies (recognizing the historical sites using the main directions on the map of Egypt) - Art (using simple geometric shapes).
- **Life skills** : Observation - Spatial intelligence.

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Activity 3

Help Kareem to travel to each historical site by the possible transportation :

My name is Kareem.
I live in Cairo



Bus



Airplane



Train



Car



Pyramids of Giza



Sphinx



Temple of Hatshepsut



Luxor temple

- Discuss with your child the possible modes (forms) of transportation to travel to the historical sites.
- **Integration of subjects** : Social studies (using the modes of transportation) - Applied science (traveling to the historical sites by using the transportation).
- **Life skills** : Observation - Critical thinking.

Appropriate behaviors for visiting historical sites



Activity

Put ✓ for the good behaviors for visiting historical sites and ✗ for the bad behaviors :



- Discuss with your child the appropriate behaviors for visiting historical sites or monuments.
- **Integration of subjects :** Social studies (recognizing the good behaviors for visiting monuments) - English (listening and speaking during discussion).
- **Life skills :** Observation - Following rules - Appreciate monuments.

LEARN Time

★ Egypt has many historical sites :

Pyramids of Giza

Are located in : **Giza**.

They are the most famous Egyptian monument. There are three pyramids and great pyramid of khufu is the largest and tallest pyramid in Egypt.



لا تفسد الاشياء في
قلوبنا ذاكرولي
على تطبيق التليجرام

Sphinx

Is located in : **Giza**

on the **west bank** of the Nile River. It is the largest statue in the world. It has the head of a human and the body of a lion.



Luxor temple

Is located on :

the **east bank** of the Nile River. The temple was dedicated to bury three Egyptian kings.



Temple of Hatshepsut

Is located in : **Luxor**

on the **west bank** of the Nile River. The temple is built into a cliff. It was built to honor Queen Hatshepsut. It is also in honor of Amun.



EGYPT

Songs



The singer plays the Rababa

Food

Koshari



Fatta



Full medames

Clothing



We should respect our Egyptian monuments by following the appropriate behaviors for visiting monuments of historical sites, which are :



- Stand in line to wait your turn.
- Be silent or speak quietly.
- Keep clean.
- Don't touch anything unless invited to do so.



نفوقه في أي عمل عليه العلامة دي



SHARE TIME

PROJECT Egyptian monuments in my city

Search on the Internet for the Egyptian monuments in your city and make a poster about four of them and write their names.

Egyptian monuments in



.....



.....



.....



.....

- Help your child to search on the Internet for information about Egyptian monuments in your city, then print pictures and crop them to make a poster about monuments in your city.
- **Integration of subjects :** Computer (surfing the Internet) - Social studies (making a poster about Egyptian monuments in a city).



WRITING CORNER

Tradition

Tradition

Monument

Monument



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• Help your child to trace each word, then write it twice by him/herself.



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المحاصر

موقع ذاكرولي التعليمي

الصف الاول الابتدائي